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ABSTRACT

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives are for trainees to: (1) explore aspects of individual empowerment; (2) understand the role of family democracy in fostering empowerment in families; and (3) learn to use people-oriented skills to foster empowerment. The module consists of three lectures. Lecture 1 considers the definition, source, and context of personal empowerment. Lecture 2 considers family empowerment, especially in terms of the concept of family democracy. Components of family democracy include rule making, communication patterns, and individual rights and responsibilities in the family. Lectures 1 and 2 include exercises for participants. Lecture 3 considers empowerment in professional practice. An exercise involves discussion of the assumptions underlying the empowerment process and key principles for empowering people. A series of charts lists skills relevant to interviewing, making personal contracts, establishing personal boundaries, and solving problems. A case vignette provides an example of the empowerment process. Two references are cited. A five-page form for evaluating the module is included. (BC)

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FOSTERING FAMILIES

Foster Care and the Empowerment Process

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Designed in Consultation with the Colorado Department of Social Services
Under Grant Number C950405

PS 020098

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FOSTERING FAMILIES

A Specialized Training Program
Designed for
Foster Care Workers & Foster Care Parents

FOSTER CARE
AND THE
EMPOWERMENT PROCESS

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Designed in consultation with
The Colorado Department of Social Services
Under Grant No. C 951209

2/91

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FOSTERING FAMILIES

is a unique opportunity for foster care parents and foster care workers to explore the many complex aspects of the foster care delivery system.

is a training program designed to be comprehensive in its approach to educating those people most important to the success of foster care.

is specially designed in 3 hour sessions to meet the varying learning and educational needs of foster care providers.

is designed to foster "a partnership of skill" to effect quality care for families and children in distress.

is offered, in specific levels, as upper-division college classwork in the Social Work Department done in concert with the Division of Continuing Education at Colorado State University.

is a collaborative project with the Colorado Department of Social Services and supported with funds from Title IV-E and Colorado State University.

FOSTERING FAMILIES

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GLOSSARY OF KEY TERMS

empowerment	people taking responsibility to understand their own capacity to do what they truly believe must be done for the well being of themselves and others; the awareness by oneself and others that individually and collectively 'we do make a difference' and then acting on that reality that making a difference means living connected with each other and the physical world, not in a state of alienation or isolation
family democracy	the experience of family where family members (of all ages and as appropriate to their developmental ability) openly and actively participate in the decision-making processes that influence the growth and development of the family

FOSTERING FAMILIES

LEARNING OBJECTIVES

1. Through an individually-oriented creative exercise, trainees will explore aspects of individual empowerment.

2. Trainees will gain a deepened understanding of empowerment into family processes using the concept of family democracy.

3. Through training materials and case study, trainees will learn how people-oriented skills can be more empowering.

FOSTERING FAMILIES

PERSONAL EMPOWERMENT

LECTURETTE #1

This module addresses empowerment in three areas: personal empowerment, family empowerment, and empowerment skill development for foster parents and caseworkers.

Dr. Marie Chavez (1990) recently defined empowerment as "a process of recognizing one's own strength using their inherent strengths to set one's own agenda and subsequently make constructive changes to improve one's life."

Webster defines empowerment as follows: "to give authority to : to authorize." Empowerment therefore implies giving something to someone. This giving can come from within and from with out. Both are important.

Giving from within means that we can and actually must give ourselves love, caring, nurturing, and safety. We must also use the many experiences available to us to expand our awareness of our self in the world: appreciating the arts, music, creative thought, for example.

Giving from with out is available when we allow ourselves to give what we have within us to others such as family members, friends, colleagues and others who we bring into our lives either for a short time or a much longer time.

Individual/Group Exercise:

Do Part A, #1, of Exercise #1 entitled "Imagining: Confinement and Empowerment."

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One of the important aspects of empowerment is that it is a means (a doing or a set of experiences) not an end or an end product. This means that in the doing sometimes we meet stumbling blocks, experience injustices, and work hard to contain the important goals that empowerment offers us. We must, therefore, sometimes focusing less on where we expect to go, or what we expect to attain.

Empowerment is a process that happens over time. In some situations when we actually feel un-empowered, we respond or react by trying to be over-powering. When we feel un-empowered we usually feel afraid, weak, anxious, and a type of fear that we do not want to admit.

Personal empowerment is experienced in relation to oneself with others. We say that this is an interactional phenomenon between people and people and institutions. The interaction takes place with

1) the self

2) other immediate family and reference groups such as work, church, recreation, etc.

3) the living environment--flora, fauna, art, music, etc.

4) and with some form of higher spiritual power.

This process can and needs to raise people from despondency, repression, oppression, and separation. Moving oneself to the empowering stance means gaining an awareness of hopefulness and faith in oneself and others.

This process affects people's perception of themselves and how they feel about themselves. In other words it is a consciousness raising experience in which the individual can gain a new sense of dignity. This process needs to offer the individual the opportunity to gain some control and autonomy over their life.

Empowerment also requires personal responsibility. As one chooses to empower themselves in their daily life activities, the empowering person must work to share that experience with others around him/her. When we bring this sense of responsibility to professional practice with people, we then suggest that professional foster care providers, for example must accept themselves as empowering people if they are to share in that process with those with whom they work.

In Exercise #1, we ask training participants to explore the dynamics of empowerment by drawing pictures that depict the personal experience and feelings of empowerment and confinement.

<u>Individual & Group Activity:</u>

Do Part A, #2 of Exercise #1 entitled, "Imagining: Confinement and Empowerment." Discuss your drawings in small groups or as a large group.

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Imagining: Confinement and Empowerment

Exercise #1

PART A

The trainers will go step by step through this exercise using as much time as needed for participants to be able to crayon four (4) separate pictures. Each trainee should be given a choice of several crayons and paper for these drawings.

1. Without worrying about your artistic ability, take a few moments to simply draw any animal that comes to your mind, drawing that animal in a confined state.

2. On the reverse side of your paper, draw your animal freed from its confinement.

Either in small groups or as a whole, discuss your drawings and the differences in the two drawings.

PART B

1. Take a few moments and draw a family whose members are restricted and closed in their relatedness.

2. On the reverse side, draw this family freed from their confinement, restriction(s), limitation(s), etc., thus empowered.

Again, either in small groups or as a whole, discuss your drawings and the differences in the two drawings. Consider your own insights in the process of your discussion.

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FAMILY EMPOWERMENT

LECTURETTE #2

Families and their members thrive in an environment where there are many opportunities for choice-making and opportunities to affirm family members. Family democracy is an intentional form of family function because democracy is intentional. Family democracy is not a covert or imaginary way of family life. Parents and other adult family members continually create experiences where democratic actions can be experienced by children and adults alike.

Sometimes families withhold opportunities for making choices, even simple choices, like "What should we have for dinner?". As a result family members may become apathetic, even listless because of the inactivity and powerlessness they come to experience.

Empowered families teach and then demonstrate and apply what we would call "family democracy." What we mean by this is that family members-- of all ages and as appropriate developmentally, openly and actively participate in the decision-making and problem solving processes in their families. This involvement and ownership of the process influences the on-going maintenance and growth of the family.

Individual or Group Activity:

Do Part B, #1 of Exercise #1 entitled, "Imagining: Confinement and Empowerment."

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Some basic components of family democracy include:

a) How families make rules, update rules, and change rules during the life of the family

b) How family members maintain open and free flowing communication patterns

c) How members of the family can exercise their rights within the family, rights such as the right to personal privacy, the right to choose their likes and dislikes, etc.

d) How families accept their responsibilities to the principles of a democratic family process.

We have come to recognize that families are not always able to guarantee they will not meet crises and severe stress. We believe that those families that seek growth for the family members individually collectively may move through these periods of stress with less long-term debilitation. The family that experiences the crisis of one member becoming seriously ill, requires a family where there is comfort for various members to accept new responsibilities and where there is an openness to discuss the effects of traumatic changes on family members.

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What are the benefits of family democracy? Most families who attempt a democratic family model find that their family members feel free to express themselves and are more willing to risk offering different ideas and to try new things. If children are given opportunities that fit their capabilities, they experience mastery of life skills useful in their school, club, and church organizations. Family democracy offers a model for growing children to best understand American democracy and their role in that societal process.

Are there problems exercising individual rights and responsibilities and collective rights and responsibilities?

We hear foster children in their hurt and anger tell us that "I don't belong to you" or "You're not my parent." One of the major responsibilities of family members is to be open and honest about feelings, etc. yet not intentionally hurtful and destructive to oneself or others.
So, as foster children express their feelings, this must be understood as a right and responsibility, yet they are not allowed to intentionally hurt others or become a danger to themselves or others.

<u>Individual/Group Activity:</u>

Do Part B, #2 of Exercise #1.

Another area that often gets challenged in family democracy is the issue of collective wants versus individual wants. Note that the "wants" was used instead of rights. There are wants we all have that are not rights! Within the spirit of family democracy, individual and collective wants must be negotiated and a consensus reached.

Before ending these thoughts around family democracy, we might ask where does discipline fit when placed side by side with our discussion of family democracy? If we recognize that discipline is a process of parental structuring and modeling of correct actions appropriate to a child's age and development, then a parent's use of discipline is not in conflict with these notions of family democracy. Discipline is a needed process to guide and direct children in their growth process. Family democracy is a process that teaches and influences how children learn and grow. Therefore, both processes--family democracy and discipline are important family tools for healthy family growth and development and child(ren) growth and development.

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EMPOWERMENT IN PROFESSIONAL PRACTICE

LECTURETTE #3

One of the early questions the Fostering Families project staff asked, when we discussed empowerment was whether empowerment practice required different skills or, was it more accurate to say that our basic helping skills would be different if we understood, believed and embraced an empowering stance personally and professionally. Our answer to this question came clearer as we worked.

First, we thought through what were key ideas if we were going to accept empowerment in a change process with clients, families, or children. Very recently, the Cornell Empowerment Group (1989) built a set of assumptions about the empowerment process. Box 1 shows these ten assumptions. These assumptions tell us that we must begin with very basic beliefs in the humanness of all living things and that our understanding of individual empowerment became the basis for empowerment practice.

Second, we recognized that as we moved from this set of assumptions, some basic principles emerged. Chart A presents these seven (7) key principles. These principles are important when considering empowering other people. These should be read through making comments as time permits.

Individual & Group Activity:

Examine Box 1 entitled "Assumptions Underlying The Empowerment Process." Then read Chart A, "Key Principles for Empowering People in a Change Process." Make comments as time permits.

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ASSUMPTIONS UNDERLYING THE EMPOWERMENT PROCESS

BOX #1

1. All individuals have strengths.

2. Diversity (race, gender, family form, age, physical and mental ability, sexual orientation) is positively valued.

3. Human beings develop through interaction with a number of environmental systems, which can be specified. The behavior of individuals, groups and nations must be subordinate to the demands imposed by the global physical environment for sustainability.

4. A truly democratic society is organized to provide all people with choices, and the power to exercise those choices.

5. The deficit model of family assistance, in which people must demonstrate inadequacy in order to become eligible for support, is counter-productive, and competes with the empowerment process.

6. An understanding of the history of a given culture, including the traditions associated with role allocations, is indispensable to determination of appropriate strategies for reducing inequality.

7. Women are particularly burdened with inequities regarding the work assigned them in traditional role distributions, and these burdens have usually increased as a result of new role assignments (work and community responsibility outside the home) without relief from traditional roles.

8. Issues of power are central to resource distribution and, therefore, to family support.

9. Power is covert as well as visible.

10. People in helping roles have power, and participate in the distribution of resources. One goal of empowerment is a redistribution of valued resources.

Cornell Empowerment Projects (1989). Empowerment Through Family Support. Networking..bulletin, empowerment and family support. 1(1), 1-12. Ithica, NY: Cornell University.

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KEY PRINCIPLES FOR EMPOWERING PEOPLE IN A CHANGE PROCESS[1]

CHART A

1. Working with any person seeking and needing change because of personal crisis requires engaging the person actively in the process of change.

2. Empowerment requires that the person seeking change be involved in understanding, assessing, analyzing, choosing, planning, acting, and evaluating themselves in this process.

3. To empower others is to be personally involved in the process of empowerment.

4. An empowering stance requires professional compassion, patience, empathy, and a loyalty to the person-in-change.

5. The empowerment process is not harder or more time-consuming, rather, empowering a person in the helping process can become a faster route to healthful growth and development for a person in change.

6. Using empowerment principles can improve one's professional skills and techniques. There are not, however, uniquely different skills in order to empower people. Empowering people can be done with any skill or techniques in the change process.

7. Empowered people feel good about themselves. They believe they can affect their lives successfully.

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[1] Reference: Initially developed by Mona S. Schatz and Lowell Jenkins, 1989, later embedded in an article entitled "Empowering the Parents of Children in Substitute Care: A Training Model," by Mona S. Schatz and William Bane, to be published in Child Welfare, forthcoming.

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EMPOWERING PRACTICE SKILLS: INTERVIEWING

CHART B1

Each of the following four (4) charts illustrates a specific basic practice skill area. Specific components of the skill are listed in the middle column. The last column offers ideas for enhancing the skill area toward a more empowered process. The empowerment skill process list is not complete. Consider what others you might add as you read through each chart.

Skill Area for Practice	Components of Skill Area for Learning	Empowerment Process
Interviewing	Listening	Stopping own self-talk
	Responding	Validate the person Pay attention to their words
	Paraphrasing	Use words and examples that fit person's context
	Summarizing	Reflect back situation and meaning of event(s)
	Interviewee-Interviewer Experience	Identify/recognize strengths in person(s) Being present with person Recognize the potential fear, confusion, and self-protection involved Being comfortable modifying pace based on the person's process
the interview comfort with the		

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EMPOWERING PRACTICE SKILLS: CONTRACTING

CHART B2

Each of the following four (4) charts illustrates a specific basic practice skill area. Specific components of the skill are listed in the middle column. The last column offers ideas for enhancing the skill area toward a more empowered process. The empowerment skill process list is not complete. Consider what others you might add as you read through each chart.

Skill Area for Practice	Components of Skill Area for Learning	Empowerment Process
Contracting	Clarifying	Allow person to also clarify understanding Indicate what the contract does not include
	Restating	Actively review what is going on in your session Have person repeat the requirement(s) with words of their own
	Directing	Direct person so they can decide what needs to be
	Create Options	Use choice process without making so confusing that the choice process becomes unsuccessful Exercise rationality in developing options
	Seek Consensus	Enhance the democratic process when possible

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EMPOWERING PRACTICE SKILLS: BOUNDARIES

CHART B3

Each of the following four (4) charts illustrates a specific basic practice skill area. Specific components of the skill are listed in the middle column. The last column offers ideas for enhancing the skill area toward a more empowered process. The empowerment skill process list is not complete. Consider what others you might add as you read through each chart.

Skill Area for Practice	Components of Skill Area for Learning	Empowerment Process
Boundaries	Identifying	Use mapping processes
	Clarifying	Do drawings of family, self, etc.
	Maintaining	Identify/Support healthy boundaries
	Changing	Create experiments with different boundary changes

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EMPOWERING PRACTICE SKILLS: PROBLEM-SOLVING PROCESS

CHART B4

Each of these four (4) charts illustrates a specific basic practice skill area. Specific components of the skill are listed in the middle column. The last column offers ideas for enhancing the skill area toward a more empowered process. The empowerment skill process list is not complete. Consider what others you might add as you read through each chart.

Skill Area for Practice	Components of Skill Area for Learning	Empowerment Process
Problem-solving process	Identify problems	Use "case" examples that illustrate similar problems
	Assess immediate needs/concerns/ issues	Teach person(s) how to assess for themselves Have person get input of self and situation from others
	Evaluate situation	Jointly identify blocks, seriousness, etc.
	Create plan for change	Have person develop plan with professional offering options Plan in way for real, small
realistic successes		Have 'fit' of change with demands and realities

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EMPOWERING PRACTICE SKILLS: PROBLEM-SOLVING PROCESS

Skill Area for Practice	Components of Skill Area for Learning	Empowerment Process
Problem-solving	Implement plan	Professional attends to process of change to understand how change is affecting or impinging progress Identify real progress Accept disappointments with person Allow person to face and attempt consequences
	Monitor plan	Have format that person can self-monitor Discuss the frustration often felt when change is slower than expected Indicate your own monitoring process
	Evaluate plan	Have person evaluate self Review the entire process to actualize the person's capability to do on own next time

FOSTERING FAMILIES

EMPOWERMENT
SKILL DEVELOPMENT

CASE VIGNETTE A

Instructions: Using the several pages of Chart B, consider the following case situation.

Early Interview:

Jena, the Caseworker met the Alonzo family, a 4th generation Spanish family, when the school reported suspected physical abuse of their 6 year old daughter, Lucille. Jena was only able to meet Mrs. Alonzo and Lucille for a short while to talk about the reported abuse.

Jena learned that the family recently sought new housing and clothing vouchers from their church as Mr. Alonzo's construction job only employs him 2-3 days a week.

Mrs. Alonzo said very little in the interview and Lucille appeared very frightened.

Guiding Questions:

1. What types of empowering processes in the interview could Jena use to give strength to Mrs. Alonzo?

2. How do you believe that the interview experience could be a positive one?

3. Should Jena consider empowering the child in this interview process?

CASE VIGNETTE A

Initial Contract:

After a second visit, Jena verbally made a contract with Mrs. Alonzo that indicated that

1) Jena would explore job opportunity programs for Mr. Alonzo
2) Jena's agency would invite Mr. and Mrs. Alonzo to a special support and educational parenting group
3) Jena laid out a set of goals for the visits she and Mrs. Alonzo would have

Guiding Questions:

1. Where are the empowerment processes in this contracting process?
2. How could the contract process better use empowerment skills?

On-going Caseworker involvement:

Jena looked with family at how they solved problems. She pointed out other ways they could solve these problems though Jena realized that the Alonzo family would have to take some special time to learn better how to do this process.

Mr. Alonzo was less comfortable with this suggestion as he sees himself as the one responsible for solving family problems.

Identify guiding questions yourself at this point.

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KEY POINTS IN THIS MODULE

1. Personal empowerment requires an awareness of oneself and others and involves taking responsibility to understand and do what must be done for the well being of self and others.

2. Empowerment is a means--a means of giving to oneself and to others. No end product is necessary.

3. Empowerment can raise people from despondency, depression, oppression, a sense of isolation, loneliness and other feelings of separate-ness. Empowerment involves hopefulness and faith in oneself and others.

4. Family empowerment involves family choice-making and opportunities for family members to experience affirmation of their worth and importance.

5. Family democracy is a process to empower family members through open and active participation in the on-going maintenance and growth of the family and also offers family members rights and responsibilities within the group.

6. Professional practice must find ways to improve its professional skills so that more opportunities for empowering people can occur. Empowerment practice actually requires the fine-tuning of basic skills not an entirely new set of skills.

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SUGGESTED RESOURCES

About empowering birth parents:

See a recent paper entitled "Empowering the Parents of Children in Substitute Care: A Training Model," by Mona S. Schatz and William Bane, available through Colorado State University, 1989.

An annual bulletin on Empowerment and Family Support:

The Cornell Empowerment Project publishes a yearly newsletter entitled "Networking...Bulletin, Empowerment & Family Support." Volume I, Issues 1 and 2 (October 1989 and March 1990 respectively) were helpful to the work in this module.

FOSTERING FAMILIES

Colorado State University
Application for Partial Credit

Module No.: SW _ _ _-_ _ _

Name: _____ Soc. Sec. #: _____

Address: _____ Phone: _____

_____
(city) (state) (zip)

Grading: Pass/Fail (unless otherwise requested)

The Social Work Department at Colorado State University will grant university credit for each six different modules of training completed. Applications for credit must be made at the Time of Each Module Training ONLY. All work carried out in the modules must meet general academic standards of Colorado State. Written materials must be submitted and receive satisfactory grading for credit to be awarded. These applications will be held until the applicant completes his/her sixth module training. At this point, s/he will be able to formally register through the Division of Continuing Education for 1 credit hour. One credit hour of these modules costs $90.

FOSTER CARE AND THE EMPOWERMENT PROCESS

The following items are designed to assess your satisfaction with the training as well as the effectiveness of the training design and materials. Please use the following scale and circle your response.

1 - not well addressed in the training
2 - not as adequately addressed as necessary
3 - adequate; given sufficient attention
4 - well addressed in the training
5 - very well addressed in the training

		Not Well Addressed				Very Well Addressed
1.	Through an individually-oriented exercise, trainees will explore aspects of individual empowerment. . .	1	2	3	4	5
2.	Trainees will gain a deepened understanding of empowerment into family processes using the concept of family democracy.	1	2	3	4	5
3.	Through a training materials and case study, trainees will learn how people-oriented skills can be more empowering.	1	2	3	4	5

B. The following items relate to program aspects of the training module. Please rate these items on the following scale. Any additional comments are welcome in the space provided after the question.

1 - Very Poor
2 - Poor
3 - Adequate
4 - Good
5 - Very Good

	Very Poor	Poor	Adequate	Good	Very Good
1. The length of the training..... (Was the material covered in the time allotted?)	1	2	3	4	5
2. Usefulness of training manual.....	1	2	3	4	5
3. Participant responsiveness.....	1	2	3	4	5
4. Your ability to participate expressing your ideas, feelings, and concerns.....	1	2	3	4	5
5. Your interest in the training session.....	1	2	3	4	5
6. Your comprehension of the material presented.....	1	2	3	4	5

COMMENTS: Please be specific:_____

C. We are interested in your feedback about our trainer, co-trainer(s). With this feedback we can continue to improve our sessions.

1 - Totally inadequate and ineffective
2 - Generally inadequate and ineffective
3 - About half and half
4 - Usually adequate and effective
5 - Highly adequate and effective

	Totally Ineffective/ Inadequate		0		Highly Effective/ Adequate
1. Knowledge/mastery of the subject matter.....	1	2	3	4	5
2. Preparation.....	1	2	3	4	5
3. Ability to communicate.....	1	2	3	4	5
4. Style of presentation.....	1	2	3	4	5
5. Enthusiasm/interest in subject matter.....	1	2	3	4	5
6. Overall performance.....	1	2	3	4	5
7. Ability to facilitate.....	1	2	3	4	5

8. In general, what would you identify as the strengths of trainer(s)?

9. In general, what would you identify as the deficiencies of trainer(s)?

D. The training setting is obviously an important aspect of a sessions success. We are interested in your feedback regarding the location, room, etc., and again welcome any comments or suggestions.

	Very Poor	Poor	Adequate	Good	Very Good
1. Setting appropriate for concentration, i.e., distraction, noise, temperature.	1	2	3	4	5
2. Setting conducive for participation.	1	2	3	4	5

COMMENTS: Please be specific:_____

_____

E. Overall Comment: What could have been done differently to make the training sessions more beneficial or helpful to you? (Please use back of page if necessary).

I.D. #__ __ __ __

FOSTER CARE DEMOGRAPHICS

E. DIRECTIONS: Please fill in all blanks with information where needed or circle the correct number where several choices are provided on the next two pages.

1. Last 4 #'s of Social Security # __ __ __ __

2. Circle correct role: 1. worker 2. foster parent
   3. Other_____(please specify)

3. Date __ __ - __ __ - __ __

4. County _____

5. Circle gender: 1. Male 2. Female

6. Circle racial background:
   1. Hispanic
   2. Black, not of Hispanic origin
   3. Asian-American
   4. American Indian
   5. White, not of Hispanic origin
   6. Other:_____

7. Age_____

8. Are you (please circle one): 1. Married 2. Separated 3. Single

9. Number of birth & adopted female children_____

10. Number of birth & adopted male children_____

11. Circle age group of birth & adopted children:
   1. all under 5
   2. all under 10
   3. all under 15
   4. all under 18
   5. all over 18
   6. some under 18 & others over 18
   7. none

12. Highest level of formal education: (please circle one)

   1. some high school
   2. high school graduate
   3. some college
   4. college graduate
   5. Master's degree or higher

13. Within the past year, have you participated in any other foster care training other than Colorado State's Fostering Families?

   1. yes 2. no

Thank you for your help! Your feedback is important for our continuing improvement of the Fostering Families project.

PLEASE CONTINUE TO THE NEXT PAGE

F. DIRECTIONS: Finally! Complete only the section which refers to you as either a Foster Care Parent or Foster Care Worker.

FOSTER CARE PARENT SECTION

14. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency (please specify)_____
    3. Both County Department of Social Services and Private.
    4. Indian/Tribal
    5. Other (please specify) _____

15. Total # of children presently in home_____

16. Number of foster female children_____

17. Number of foster male children_____

18. Circle age group of foster children:

    1. all under 5
    2. all under 10.
    3. all under 15
    4. all under 18
    5. all over 18
    6. some under 18 & some over 18
    7. no children now
    8. not yet foster parents
    9. other_____

19. Is at least one parent in the home providing parenting and supervision?
    1. Yes 2. No, Parent(s) have work responsibilities outside of the home.

20. Length of involvement as foster family: _____years

21. Number of foster children for which licensed_____

22. Total number of foster children since being a foster parent_____

23. Circle general age groups of foster children you have served:

    1. 0 - 24 mos.
    2. 1 - 6 years
    3. 0 - 12 years
    4. 0 - 18 years
    5. 0 - 21 years
    6. short term/emergency

FOSTER CARE WORKER SECTION

24. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency (please specify) _____
    3. Indian/Tribal
    4. Other _____ (please specify)

25. Are you currently employed as a foster care worker? 1. Yes 2. No

26. Length of time in current agency _____years

27. Current title:

    1. Caseworker I
    2. Caseworker II
    3. Caseworker III
    4. Supervisor I
    5. Supervisor II
    6. Foster Case Trainer
    7. Other (specify) _____

28. Length of time in current position _____years

29. Length of time in protective services/foster care unit _____years